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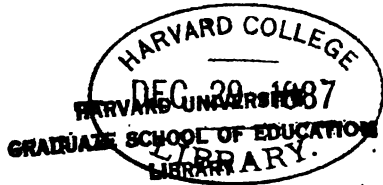
PROGRESS  
IN  
GRAMMAR SCHOOL EDUCATION  
IN  
MASSACHUSETTS.

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*THIRD ANNUAL REPORT OF THE COMMITTEE ON  
EDUCATIONAL PROGRESS.*

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NEW BEDFORD:  
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READ BEFORE THE  
MASSACHUSETTS TEACHERS' ASSOCIATION, AT BOSTON,

Nov. 26, 1887.

# PROGRESS

## IN

### Grammar School Education in Massachusetts.

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In the year 1884 your committee, in its first annual report, gave a general survey of high school education within the Commonwealth. A year later, the methods used and results secured in the primary schools passed under review. In order to complete the comprehensive view of our system of public schools which was contemplated at the beginning of the committee's efforts, there remained to be examined the field of grammar school work. To compass this task is the aim of the present report.

The method employed in ascertaining the facts upon which the opinions of the committee should rest, has been essentially the same as in the two previous reports. A circular bearing ten groups of questions relating to the subject under consideration was sent to two hundred persons, superintendents and teachers in grammar schools, with a request for an early answer. This request was emphasized by a return envelope, directed and stamped. Eighty-five replies were received, of which sixteen were for various reasons practically useless for the desired pur-

pose, though the helpful spirit of the writers was gratefully appreciated. To all these eighty-five correspondents the committee wishes here to express cordial thanks, and to acknowledge great obligation. The answers, in many cases, evinced deep familiarity with the problems involved, and a clear comprehension of both the successes and the failures in the actual work of the schools. It was plainly seen that facts, not theories alone, were sought for by the committee, and a cordial response was given. In many cases the replies must have taken considerable time for preparation,—and this at a period of the school year when time is most valuable.

A second circular also, a postal bearing two questions, was sent to one hundred high school principals within the state. From this there came thirty-one replies, all of which, save one, were directly available, and for all of which the committee returns its earnest gratitude.

So much space is given to the mention of these hundred and sixteen responses for two reasons. In the first place, it is desired to throw upon them so strong a light of commendation as to emphasize very positively the darkness of silence in which another fact is passed over, namely, that one hundred and eighty-four of those addressed appear not to have made any response. But in the second place, and chiefly, it is desired that the Association should observe that the burden of this report is not the opinion of two or three men, but the consensus of judgment of more than a hundred workers, who view the situation from three different points of observation.

*BUILDINGS AND THEIR APPOINTMENTS.*

In one respect all will agree that progress is constantly being made with reference to grammar schools, namely, in the character and appointments of the buildings in which they are kept. That these are more expensively built now than formerly is not saying much, but more than this is true. They are more convenient, more comfortable, and more healthful than of old. There is more thought given to lighting, heating, ventilation and drainage in all parts of the state that have come under our view.

This improvement appears most conspicuous in the new buildings which have recently been erected, but is not wholly there. Again and again there are reported extensive improvements in older buildings, in which the object has been not merely to keep them habitable, but also to improve the physical condition of instruction and render the school-room a better means of healthy growth in all right directions.

Hence we hear of changes from the old-fashioned wood-stoves to those burning coal, from stoves of any sort to furnaces and hot-air pipes, and again from furnaces to steam-heat by direct or by indirect radiation or by a combination of both. The overwhelming balance of opinion seems to favor the last of these for school purposes, in buildings of considerable size.

Closely connected with these improvements are those relating to ventilation. The line of evolution in this respect seems to be from the old red school-house, with its superabundance of communication with outside air, to the tightly built box of a room, whose windows and doors



must be open if there is any ventilation. The next stage is that in which ventilating flues are built and small openings made at the top or the bottom of the room, and the air is thus mildly invited to pass up and out. Still again, this flue is so placed in connection with a warm-air pipe, or is so heated at bottom or top by gas jet or by steam coil, that a stronger invitation is applied to the foul air to depart. In still further improvement, where the circumstances warrant, a fan is planted in an effective position, and, running by steam or water-power, fairly collars the intruding atmosphere and ejects it from the premises. It must be confessed that in ventilation it is "not as though," Massachusetts schools have "already attained, either" are "already perfect; but we follow after." There is a determined spirit in public sentiment which is leading to constant effort for better things. Our changeful climate requires a most elastic system of heating and ventilation, one that will not be dependent on the weather, and will keep the inner air warm in winter, cool in summer, and fresh and healthful at all times. The requirements of school-room ventilation appear to be, in brief, these: that the air come from a pure source, and be sufficient in quantity; that it be for a large part of the year warmed, but not over-heated, before its admission into the room; that it be so distributed on entrance that it shall be utilized before it reaches the top of the room; that it be not entrapped in the top of the room; and that the air-supply, ventilation and means of cooling be independent of doors and windows. This is the ideal. The committee is not prepared, however, to point out an instance of its complete realization.

In sanitation, the progress so evident in public sentiment has not passed by the schools. Great care is taken to connect all new buildings with competent systems of drainage, where they are available, and rarely is one built without attention to modern sanitary devices and methods. Old and careless methods of dealing with the troublesome phases of this matter are giving place to more intelligent views. Water-closets and similar conveniences seem to be most satisfactory when placed outside the building and approached from the basement play-rooms by a covered way. The moral tone of the school is so much affected by the care taken in these matters, that we cannot rest comfortably upon present attainments. There is still very much to be done. Multitudes of older buildings need vigorous examination and improvement before our school-buildings as a whole shall be models of sanitation.

In passing, let us hope that the popular interest in improved heating, ventilation and sanitation, to which allusion has been made, may soon result in helping the schools in another and much needed way. — by sending the pupils to school from better homes. For some of them are sadly handicapped in the race of life before they reach the school door, because of the foul and unwholesome rooms which they call home.

*TEXT-BOOKS AND OTHER SCHOOL APPLI-  
ANCES.*

In respect to the appliances of the school-room more directly connected with instruction, recent times have seen a great advance. From every side come commendations of the Free Text-Book law. In the inauguration of it, an occasion was presented for revision of lists in use that was generally embraced with good results. In some communities a practice exists in the school committee of scanning the list carefully once each year at an appointed time. Changes are then made for adequate reasons, but not simply from external stimulation, as often happens. It is a question of opinion, on which opinions differ much, whether the later text-books used in grammar schools are marked improvements upon former ones or not. Some of the replies speak enthusiastically in favor of the new ones; one has grave doubts whether the books now in use are superior to those used ten years ago; still another pronounces the arithmetics, geographies and readers better, but the histories and grammars worse. The latter two writers are both masters in city schools. The general feeling, however, is that on the whole, text-books, when rightly used, were never so valuable helps in instruction as to-day, and that the prospect looks even brighter for the future.

In the furnishing of means of illustration for grammar school work, there has been a gratifying stride forward. Public opinion has in most communities nearly overtaken the teachers in this regard. Everywhere increased appropriations for this purpose are reported, and in many places

the supply is pronounced ample and adequate. In a very few places the added expense of free text-books has frightened the school authorities into a diminution of new supplies of other aids, but these cases are not numerous. Perhaps the advance is best described as a movement forward to the position which a few communities had previously taken, for there appears to have been less change in the wealthier cities than in less fortunate locations. In the main, it is now true that maps, charts, globes and reference books will cheerfully be furnished whenever the teacher or superintendent can show them to be actually needed. In rare instances more is done. In New Bedford, for example, there is a fund,—a legacy to the public schools,—with an income of \$3000 per annum, from which the luxuries of education are generously, though judiciously, supplied. The practical results of the plan abundantly justify the foresight of the donor. On the other hand, there are communities in the state which scantily supply the schools with anything beyond the merest necessities.

### *DISCIPLINE.*

Few features of education show greater contrasts, when the old is compared with the new, than the aims and methods of school discipline; and this appears to be true when we look at the subject from the eyes of the grammar school teacher, as well as in lower or higher grades.

The aim of the modern teacher is no longer simply to “keep school” and to be the “master.” This he does not neglect; but he secures this by aiming at a higher object, nothing less than the right moral training of the

individual pupils. The methods he uses are no longer sternness and the rod chiefly, though these he claims and exerts the right to use in obstinate cases, but various combinations of example and advice, gentleness and firmness, persuasion and command, formal instruction and incidental conversation, — all applied with skilled judgment, tact and patience unbounded. He studies the boys and girls more than they their books, and sways them by the tone of the school more than by direct assertion and iteration. And the results are in the main satisfactory. There are localities in which the discipline, even under wise and efficient teachers, seems to be each year a harder task. Says one :

“ Our school moves with less friction, I think, than formerly, but unfortunately the quality of our pupils is constantly deteriorating. A school whose constituency reside around the depots and wharves of a great city is not a favorable field for educational progress. We do well to hold our own. . . . We need particularly the ability to raise in shallow soil and rocky places a satisfactory harvest.”

But this is an exceptional report. In nearly all cases a hopeful and fairly satisfied tone pervades the replies. The evil influence of extra-school tendencies and surroundings are alluded to, and details of the methods employed to counteract them are freely given. It is nowhere claimed that perfection is secured, but often it is asserted that an improvement, marked and gratifying, is discernible.

The frequency of corporal punishment in earlier times is a matter of common knowledge, if not experience. Its infrequency to-day is surprising even to those who ob-

serve it with joy. Of sixty-six replies to a question whether there are fewer cases than formerly, only one was in the negative, one was "about the same," and sixty-four were in the affirmative. Some of the latter were very positive, and accompanied by statistics. One school — for girls — reported no case in eighteen years; others — mixed schools — no case in five years, none in several years, "disappeared," "nearly disappeared," and similar statements. And this, let us bear in mind, is the case in the grammar schools, where the pupils are less docile and subservient by nature than a few years before, and far less responsive to sense of duty and similar sentiments than in the higher schools.

In this connection it is well to note that public sentiment was never stronger in the support of the teacher's authority than at present. In evidence there can be adduced the decision of a judge of the Massachusetts Superior Court, in a case at Taunton within the current year.\* The more completely such views prevail as were there expressed concerning the authority with which the teacher is clothed by law, the less occasion will there be for any unpleasant exercise of that authority.

### *GRADING AND COURSES OF STUDY.*

In forty-eight towns and cities, of the number reported, the grammar schools are fully graded, some in five grades, others in six; in eleven towns and cities they are partially graded; in eight they are not graded.

Changes for the better in the grading of the schools

\* See Appendix IV.

within ten years have been numerous. In some places the grades and courses of study throughout the town have been made more uniform. In some, only one division is placed in a room; in others, there are two divisions in each room, graded by semi-annual promotions. In promoting, some places have substituted a basis of the year's work, combined with an annual examination, instead of either alone. More care in promotion and greater definiteness of aim in classifying pupils are mentioned. Suburban grades in some cases have been made equal with city grades. These are all signs of progress.

With respect to the number of pupils to a teacher, there has also been improvement. Fifty-one replies show fewer than formerly, the number ranging from forty to fifty-eight at present. This change is due in some cases to the withdrawal of pupils to enter parochial schools. Three correspondents show more pupils than formerly, and thirteen indicate no change.

From twenty-one towns and cities, printed courses of study have been received. In twelve other places the courses are under revision. Four places report no printed course. Nearly all of those received appear to be well arranged, and fully adapted to modern requirements of close consecutive grading in primary and grammar schools. Any who desire help in forming or revising will find valuable aid in those issued by the city school committees.\*

\*Printed courses were received from: Boston, Cambridge, Chelsea, Chicopee, Clinton, Dedham, Holyoke, Lynn, Malden, Middleborough, North Adams, Northampton, Pittsfield, Somerville, Southbridge, Springfield, Taunton, Waltham, Westford, Weymouth, Worcester.

*ARITHMETIC.*

In arithmetic the general drift of all the answers favors the elimination of non-essentials, of puzzles, of obsolete examples and problems, of mere ciphering, and of topics which are abstruse or of little practical use. Among the omitted subjects are large fractional numbers, addition and division of compound numbers, metric system, equation of payments, compound interest, cube root, and the more complicated problems in mensuration. Several replies note improvement in accuracy and rapidity in the common processes, — “the four ground rules.” Some note more care in the selection and grading of examples. Others speak of greater thoroughness on the part of teachers, of better methods employed, and of better preparation for instruction in this subject. Still others lay stress on business arithmetic. A general and favorable expression is made regarding the value of mental arithmetic.

*GEOGRAPHY.*

In geography a first place is accorded to topical methods, to the combination of history with geography, and to map-drawing. In addition, there are mentioned the use of the solar camera, and of photographs, pictures and collateral reading. Molding boards have proved effectual in some schools. Much attention is given to modes of life among the people, to the relations of physical features to occupations, and to routes of travel and commercial geography in general.



## *HISTORY.*

In history, the topical method again takes precedence, with collateral reading, recourse to the public library, and the use of photographs, views and other illustrative aids. Memoriter recitations seem to be quite generally discarded, and the form of questions to be retained by but few schools. In two instances improvement is reported from reading and discussion, without further study. In one city (New Bedford) two different histories are supplied to each pupil's desk for reference. History and geography are combined by many teachers. The general purpose appears to be to lead pupils to discover the essential elements of history, the causes and effects of great events, the lives and influence of great persons, and to create a relish for historical reading. A few places, however, throw a shadow of contrast athwart this pleasant picture by reporting no progress at all.

Civil government appears to be receiving but little attention in the grammar schools. Only three places have taken it as a distinct branch in this grade; these give elementary instruction on the structure and functions of our national and state governments, with their departments, together with a brief glance at the Constitution of the United States. In some schools it is taught incidentally with history, and in one city by miscellaneous talks. In twenty-one cities and towns it is not found in the grammar schools, though several assign it a place in the high school course.

*LANGUAGE.*

The query relating to language elicited many and varied answers, but no definite or consecutive plan. There seem to be employed in the lower grades a great variety of exercises in oral and written expression, with very little, if any, technical grammar. These exercises comprise sentence-work, reproduction, paraphrasing, letter-writing, simple oral and written descriptions of objects, persons, places, events, imaginary journeys, visits to manufactories, dictation exercises, and abstract writing from readers, histories and geographies. In most of these exercises the work is carefully outlined first by teachers and class together. In a few schools certain subjects are given for investigation, or certain books from the public library are assigned to designated pupils, and oral or written descriptions required. In all this work careful attention has been given to capitalization, punctuation, choice of words, correct utterance and spelling, and to grammatical and rhetorical constructions. Much improvement and encouraging results are reported. A few schools confine their work to certain text-books, as "How to Talk," "How to Write," Mrs. Knox's book on Elementary English, and Swinton's "Language Lessons," with fair to good results. In the upper classes of nearly all the schools technical grammar is taught, and with fair results. The master of one large city school reports: "Technical grammar has fallen into disfavor and become desultory. The change has not been in all respects an improvement." Another teacher says: "It is the hardest subject on which to obtain satisfactory results."

Is it not possible that some time is wasted in this subject by teaching what children already know, or will know shortly without help? In some cases, too, sentence-making becomes too much a matter of empty words, and while the wheels go round there is no progress.

### *READING.*

In reading, the general improvement follows the following lines: Aiming at intelligent grasp of thought and something of elocutionary ability; better adaptation of reading-matter to the capacity of pupils; the substitution of complete pieces for short extracts; more use of supplementary reading, thereby promoting fluent reading; using several sets of readers, passing them from room to room; the cultivation of an acquaintance with good literature and an appreciation of it, both prose and poetry. Perhaps there is a positive loss in some quarters by the substitution of too much narrative for the excellent poetry and forensic oratory in use formerly, when elocutionary ability was relatively a more prominent aim. One answer forcibly says that we cannot expect to have better reading by the pupils until teachers themselves know how to read ordinary matter.

### *SUPPLEMENTARY READING.*

With few exceptions, the schools in which supplementary reading has been tested testify to its value as an aid in school work. The general testimony is that it awakens an interest in reading on the part of the pupils, creates a taste for instructive reading, and leads to an interest in

the public library. It trains children in apprehending readily an author's thought, by listening as well as by reading. It represses lifeless and mechanical reading, and gives a freshness to reading exercises. "It gives us," says one, "an opportunity to change readers every eight weeks, adapting matter to pupils." "It is especially valuable to children without home advantages, and is good for all if too much is not taken."

On the other hand, there is testimony like this: "It is of no practical value. We have it, but the time would be much better spent upon regular readers." "Its value is exaggerated in some sections." "Its value is questionable." "Not of any great value where children are of foreign birth or extraction, as they read with difficulty. Teaching such to read with understanding and expression from regular text-books is all that can be reasonably done in the allotted time."

Balancing this testimony, the committee is inclined to believe that, in the main, the use of supplementary reading is a sign of genuine progress, but that the amount and character of it is not yet adjusted to the best interests of pupils in many instances.

### *OUT-OF-SCHOOL READING.*

For lack of sufficient data on which to base definite opinion, the answers as to the character of out-of-school reading were few and meagre. One city reports that out of 3000 volumes read by pupils of the last four years in grammar school, the classes of reading ranked thus: ordinary fiction, 40 per cent; standard fiction, 20 per cent.;

history, 15 per cent. ; biography, 11 per cent. ; travels, 10 per cent. ; poetry, 2 per cent. ; natural history, 1 per cent. ; science, 1 per cent. One city mentions that books bearing on school work are quite generally read. Another speaks of cheap editions of Dickens, Irving, Miss Alcott, Hawthorne and Longfellow being largely read by pupils. Another believes that choice books from the public library are numerous among four-fifths of the pupils. The popular Sunday-school novel and the juvenile magazines are extensively read. Still others assert that sensational books, cheap trash, and flimsy fiction furnish about all the reading of the pupils outside the school-room. One or two instances have been noted where no outside reading is done, because of no library and the lack of home advantages.

#### *METHODS EMPLOYED TO IMPROVE THE GENERAL READING OF PUPILS.*

The methods employed to improve the general reading of grammar school pupils, and the results thus secured, can best be shown by a statement of what is done in five or six communities. That so much is actually attempted is in itself an indication of gratifying progress.

In Boston, half the pupils in the upper classes use the public library. Printed lists of suitable books, with library numbers attached, are posted in the several rooms, or given to the pupils by the teachers, and the children copy such numbers as they desire on cards provided, and take them to the public library or its branches. The results are that good reading is encouraged, and a good literary taste fostered.

Cambridge schools use lists of books prepared by the superintendent and teachers, and fairly graded, — A for older pupils, C for younger, B for intermediate, — and the children draw these from the library. The results are good.

In Dedham, abridged editions of Irving, Dickens and Hawthorne are purchased by the town, and circulated among the schools with satisfactory results.

In Holyoke, most of the schools are provided with libraries of well selected books, procured by means of exhibitions. Each pupil is required to give before his class the substance of the book drawn and read by him. The result is a visible stimulation to good reading.

At Lynn, a portion of the public library catalogue is arranged in suitable divisions for young people especially. One copy is placed on each floor of every grammar school, to be used by pupils under the advice and direction of teachers; sometimes numbers selected by the teacher are placed on the blackboard, or certain books on the lists are suggested and requested for reading in class. An improvement in the reading matter is discerned.

At Springfield, the city librarian furnishes catalogues for pupils in the upper classes, and the children draw books recommended by the teachers. The result is much better selections by the children. When any special subject is before a class for study or investigation, notice is sent to the city library, when lists of books on that subject are made up and sent to the schools desiring them for pupils to draw, or are furnished to pupils applying at the library.

At Weymouth, catalogues are arranged for juveniles,

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and the principals act as sub-librarians to collect and forward books. The results are very good.

### *PHYSIOLOGY AND HYGIENE.*

Among the latest arrivals in the curriculum of the grammar school is the required study of Physiology and Hygiene, with special reference to stimulants and narcotics. A special effort was made to learn whether in the opinion of teachers and superintendents the recent statute upon this subject is being faithfully executed. Of sixty-seven reports relating to it, fifty-four were unqualified affirmatives; eleven were affirmatives with a modification, as "fairly well," "yes, their slice," "to some extent," "as time will allow," "partially," "substantially," and "working toward it"; one said "not satisfactorily," and another "to begin soon."

The inference drawn from these reports and from observation is that a conscientious effort is being made to teach the subject, but that the best methods for individual schools are matters of doubt in many minds. Much progress can confidently be expected when the details of instruction in this subject lie as definitely in the mind of teachers and inspectors as in most other lines of study.

### *PENMANSHIP, MUSIC AND DRAWING.*

The reports indicate, as was to be expected, a general pursuit of the three studies of penmanship, music and drawing over the Commonwealth. Of these, the former seems to have passed its period of being a "special study." While regularly and systematically studied, it is

almost wholly in the hands of the regular teachers. Less than one-tenth of the replies speak of a special teacher of writing. Music, as a branch of public school study, is now upon a very solid basis. Nearly nine-tenths of the writers allude to a special teacher of the subject, but in many cases he is a director rather than instructor in the grammar grades. A special teacher in drawing is referred to in some six-tenths of the answers. Here, too, in grammar schools, the bulk of the actual instruction is by the room teachers. In view of the value of continuity in forming habit, the whole tendency thus indicated seems to your committee a pleasing element of progress. A fuller examination would probably show in most parts of the state what is certainly true in particular localities, more thorough comprehension of the subject-matter of these studies, and more intelligent methods of instruction and practice than were even anticipated a generation ago.

### *MANUAL TRAINING.*

From five places only came responses showing that sewing is taught, but the tenor of the few references to it was very cordial. Its value, particularly in the districts of large cities including the homes of the poor, is earnestly recognized, as is also that of instruction in cooking, which is mentioned in Boston alone.

An opinion is evidently taking well defined shape among intelligent observers, that, irrespective of the main question of the advisability of manual training in public schools, these applications of the idea are fully justified by the social surroundings of large numbers of pupils in

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large cities and in some smaller places devoted to manufacturing.

As to the larger question concerning manual training, the evidence at the committee's disposal indicates that the idea has not passed the stage of experiment and indecision. Of the sixty-four answers to the query whether it is advisable to introduce manual training as a feature of grammar school education, there were seventeen in the affirmative, thirty in the negative, and seventeen who were holding the matter in abeyance, seeking further light. Some of the writers were inclined to favor the theory, but saw insuperable difficulties in its application. It is clear that, on this evidence, the attempts so far made to introduce it as a regular school pursuit, cannot properly be urged as a mark of educational progress.

### *GRAMMAR SCHOOL PUPILS IN THE HIGH SCHOOL.*

As has been stated, the views heretofore presented rest upon the testimony of grammar school teachers and superintendents. Since the practical results of grammar school life are especially observable in the high schools, to which so many of their graduates go, it is interesting to note what the high school principals have to say upon the main question of progress.

When asked whether there has been improvement in preparation by the grammar schools for entrance upon work in the high school, they answer in terms that may be classified thus: twenty-two in the affirmative, ten in the negative. Most of them, however, modify their statements so as to show gains in some directions and losses

in others. The balance of opinion is, we see, two to one in favor of improvement, but it is a little less hearty than the similar summing up of opinions by superintendents and grammar school teachers.

Several assert advance all along the line. Some claim that there is a firmer grasp of subjects studied, better reasoning power, and an improved moral tone. Some specify arithmetic, geography, history and English as better comprehended. Others complain of inaccuracy in arithmetic and English very bitterly. In particular, teachers of Latin deprecate the loss of the former thorough knowledge of English grammar, which was so powerful an aid in their work. Says one of them, "I believe (I am an old foggy) that it is both easier and better to learn one's vernacular first." There is a pretty general testimony to improvement in morals. This goes farther than mere deportment, and is shown in better habits of study and greater resoluteness in taking hold of work. There is still felt to be room, however, for improvement, especially in the direction of deference for elders and others to whom respect is due.

### *SUMMING UP.*

As we now review the whole mass of evidence, and strive to state in a brief paragraph the sum of it all, we come to the following conclusions.

In the outward conditions of education, — buildings, appointments, conveniences, and luxuries, — there has been unmistakable progress. In the mental results there have been some gains and some losses, each differing with different localities, but on the whole there has been a grat-

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ifying improvement. The graduate may be roughly said to be broader in views and possessed of more general information than his predecessor of ten or twenty years ago, but to lack something of his ability to reason and to hold accurately in memory what he learns. In moral culture there is also a general gain, manifested by the pupils in their deportment, their moral tone, and their power of self-control; but with this, it is feared, there is observable a loss of "nerve" and "stamina" in some slight degree.

### *CONCLUSION.*

In closing, it must be remarked that the question of progress has now been examined from the point of view of superintendents, of high school teachers, and of teachers in the grammar school. One whole line of evidence has, however, been left out of account,—the testimony of the pupils themselves. To show that this latter element is not without its own value to thoughtful inquirers, the committee would offer the reply made by a girl in a Boston grammar school, to the question what she had learned lately.

She had learned how to "backstitch a hem," "how to boil eggs hard," that "rum is made out of cherries and molasses, and will burn a hole through your stomach if you eat any." She hadn't ciphered any because "when you cipher, you know, you have to think, and General somebody says thinking is too hard work for children."

Respectfully submitted.

RAY GREENE HULING,	}	Committee.
ORSAMUS B. BRUCE,		
A. P. STONE,		

# APPENDIX.

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## I.

### *CIRCULAR OF INQUIRY TO SUPERINTENDENTS AND GRAMMAR SCHOOL TEACHERS.*

MASSACHUSETTS TEACHERS' ASSOCIATION.

NEW BEDFORD, Oct. 27, 1887.

DEAR SIR,—

The Committee on Educational Progress of the Massachusetts Teachers' Association purposes to make the subject of its report for the present year, Grammar School Education. In preparing the report, it will be greatly aided if you will promptly and briefly respond to each of the following questions, and will send your reply to the Chairman on or before Nov. 1, 1887. The time is so near at hand that any considerable delay will sadly hinder the work.

Committee, { RAY GREENE HULING,  
                  { ORSAMUS B. BRUCE,  
                  { ADMIRAL P. STONE.

Address :

195 Cottage Street,  
New Bedford, Mass.

## QUESTIONS RELATING TO GRAMMAR SCHOOLS.

*[Please refer to the numbers in replying.]*

1. (a) Are your schools fully or partially graded?  
(b) What changes for the better, if any, have been made in the grading within ten years?  
(c) Are there in your schools fewer or more pupils to a teacher than formerly?  
(d) If you have a printed course of study, please send a copy.
2. What improvements have been made in the construction and furnishing of school-houses,—especially in the heating, ventilation and sanitation?
3. What improvements have been made in the text-books, and in the furnishing of globes, maps, charts, molding boards, reference books, and other appliances for school work?
4. (a) By what means have the moral direction and discipline of your pupils been attempted, and with what results?  
(b) Are there fewer cases of corporal punishment than formerly?
5. What improvements have been made in instruction in the following branches: (a) Arithmetic, (b) Geography, (c) Reading, (d) History, (e) Civil Government?
6. What plans have been followed in the Language work of your schools, and with what results?

7. (a) Of what value has Supplementary Reading been?

(b) What classes of books comprise the general (outside) reading of your pupils, and in what proportion?

(c) What methods have been employed to lead your pupils to the reading of good books, and to the use of the public library, and with what results?

8. Is the law in regard to Physiology and Hygiene carried out in your schools?

9. (a) Have you special teachers in Drawing, Music and Penmanship?

(b) Are these branches regularly and systematically taught?

(c) Is Sewing taught in your schools?

(d) Is Clay Modeling taught?

(e) What is your opinion concerning the utility or expediency of introducing Manual Training as a feature of Grammar School education?

10. (a) In what other respects than the above has progress been made?

(b) In what respects is it particularly needed?

## II.

*CIRCULAR OF INQUIRY TO HIGH SCHOOL PRINCIPALS.*

The Committee on Educational Progress desires to report to the Massachusetts Teachers' Association, at its coming meeting, upon Grammar School Education. Will you please lend your aid by sending to the chairman, before Nov. 1, 1887, an answer to these questions:

1. Has there been any improvement within ten years in the preparation of pupils by the grammar schools for entrance upon work in your high school?

2. If so, in what direction?

Committee, { RAY GREENE HULING,  
ORSAMUS B. BRUCE,  
ADMIRAL P. STONE.

195 Cottage St., New Bedford,

Oct. 22, 1887.

## III.

*CITIES AND TOWNS FROM WHICH REPLIES  
WERE RECEIVED.*

Adams,	Haverhill,	North Adams,
Andover,	Holyoke,	Northampton,
Attleborough,	Hudson,	Pittsfield,
Boston,	Hyde Park,	Plymouth,
Brockton,	Lawrence,	Salem,
Brookline,	Lee,	Somerville,
Braintree,	Lexington,	Southbridge,
Cambridge,	Lowell,	South Hadley,
Chelsea,	Lynn,	Springfield,
Chicopee,	Malden,	Taunton,
Clinton,	Mansfield,	Uxbridge,
Concord,	Marlborough,	Wakefield,
Dedham,	Middleborough,	Waltham,
Easton,	Milford,	Warren,
Fall River,	Monson,	Watertown,
Fitchburg,	New Bedford,	Westford,
Gloucester,	Newburyport,	Weymouth,
Great Barrington,	Newton,	Worcester.



## IV.

*DECISION IN THE CASE COMMONWEALTH  
VS. BERT.*

In Taunton, Mass., corporal punishment was administered by a teacher upon a pupil for idleness. The pupil's parents sued the master, against whom judgment was rendered in the lower court; reversed, however, in the Superior chamber, the Court stating:

“The defendant, as the principal of a public school, has the right, and it is his duty, to maintain proper order, discipline and government in the school; and this would include the right to see that pupils learned and performed, to a reasonable extent, proper lessons and tasks assigned to them as pupils, and in maintaining such order, discipline and government, the defendant had the right to inflict reasonable castigation on the person of a pupil, if in the fair and reasonable exercise of his judgment it was necessary to do so; and defendant would not be liable for so doing unless, either in the mode or degree of correction, he was chargeable with the exercise of unreasonable and disproportionate violence and force. Whether the punishment in this case was thus excessive, under all the circumstances, is a question for you as jurors to decide. In passing upon that question you must consider the age, size and strength of the pupil, and his conduct and resistance, if any, at the time the punishment was inflicted, and the means used in imposing it. Moreover, the pupil in this case had not the right to judge as to whether he should be punished or not. The law has not

committed the discipline of the school to the pupils individually or collectively. It has intrusted that authority to the principal, at the same time holding him responsible for its proper use. And when a teacher, using his best judgment, and under the responsibilities of his office, deems it necessary to punish a scholar, that scholar has no warrant in law to constitute himself the judge of his own case and defy and resist the authority of the teacher ; it is his duty to submit to the punishment, not being plainly unlawful in kind or degree, which the teacher had decided to impose. And if, in this case, the pupil was insubordinate and resisted defendant while reasonably attempting to administer punishment, that fact would, or might, materially affect the manner and extent of the punishment that it would be proper to inflict. The law does not require a teacher to measure his strength with a pupil, and go through a strenuous physical struggle in each instance of discipline. It is claimed by the defendant, and evidence has been introduced upon which you are asked to find, that the boy, whose punishment led to this prosecution, was insolent and insubordinate. You will judge as to this, and whether the boy's own testimony had not some tendency to show this to be the fact. The defendant's rights are measured, somewhat, by the duties and requirements of his place. He is at the head of a large public school. That school is one of the most important institutions of society. In such an institution it is a just and lawful purpose in punishing a pupil, if found to be disobedient and insubordinate, not only to correct the pupil for any acts of disobedience, but also to bring him into a state of submission to the rightful authority of

the teacher,—to establish him, if possible, in the principle of obedience to and respect for all rightful government and law. Is not the public school the place where most of the people receive their education and training for good citizenship? Is it not essential that reasonable order and discipline should be maintained there? Is it not a part of that order and discipline that pupils should be required to learn proper lessons? Can such order and discipline be enforced in all cases without the use of physical punishment? It is conceded by the district attorney that the lesson in spelling that was given to the pupil was a proper one; and it is claimed by defendant that the boy failed to learn it, not through inability, but by reason of inattention and idleness, persisted in against the remonstrance of the teacher. If this be so, that failure was itself a fault. Because he did not otherwise disturb the school, the pupil had no right to neglect to learn his lesson. If he could lawfully do this as to spelling, so he might as to every other lesson; and if he has the right so has every pupil; and thus, in accordance with law, the school might be rendered useless, and all the pupils miss that education which the state has by law provided for them and intends them to have. It was the duty of this pupil, as it is of every pupil, to make a sincere and reasonable effort to learn every proper lesson assigned to him, and it was incumbent on the defendant, as head of the school, to see that this duty was discharged. You will also remember that the question to be decided is not whether you would have done as this teacher did, nor whether some other course than he pursued might not have been a wiser one. The school committee have absolute power to remove him

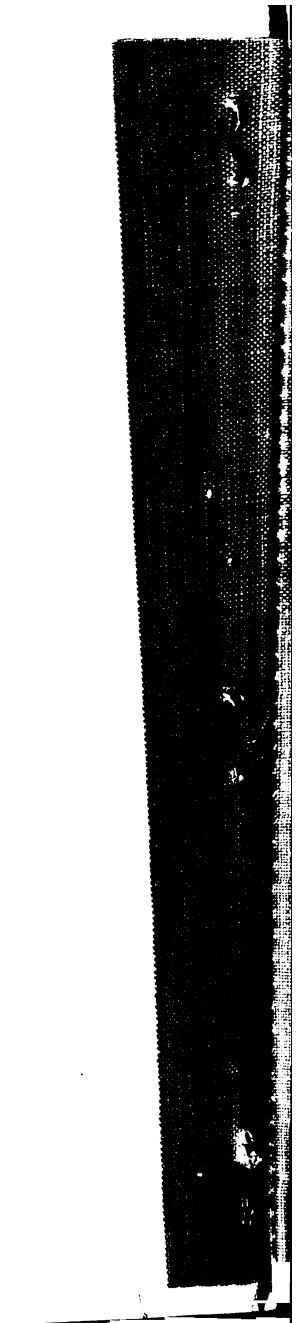
at any time if dissatisfied with his management; and, subject to this control, the law invests him with the right, within reasonable limits, to select his own methods of discipline; and, unless the prosecution has satisfied you beyond a reasonable doubt that in the employment of those methods he was guilty of the use upon the person of this boy of unreasonable and disproportionate violence and force, he is entitled to a verdict of acquittal."

— *Popular Educator for Nov. 1887.*



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